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ABSTRACT

Intended to help practitioners make the transition from traditional to whole language instruction in reading and writing, this 160-item annotated bibliography provides a selection of journal articles and research reports, language arts curriculum guides, student texts, and professional textbooks which reflect whole language theory, research, practice, and evaluation. The introduction gives background information on and defines the whole language movement. Materials in the annotated bibliography were published between 1980 and 1993. The bibliography provides annotations of (1) 96 journal articles and research reports (nearly all published in 1991 or 1992); (2) 25 professional textbooks; (3) 15 student texts; and (4) 24 curriculum guides. An addendum provides a list of 12 additional curriculum guides. (RS)

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Bibliography of Whole Language Materials

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Bibliography Series
1993 Number 1

A BIBLIOGRAPHY OF WHOLE LANGUAGE MATERIALS

Compiled by: Xianya Shao

Edited by: David C. Woolman

Curriculum Resources Center
Rhode Island College
May, 1993

Introduction

A great deal has happened in the language arts curriculum over the last decade. New curriculum approaches and strategies have emanated from the research. The most widespread and fastest grassroots curriculum trend in U.S. education today may be the whole language movement. This development encompasses the move from basal to literature-based instruction, from emphasis on product to emphasis on process, and a trend away from teacher as technician toward teacher as decision maker.

What is whole language? Whole language is described as curricula that keep language whole and in the context of its thoughtful use in real situations. More comprehensive to us is Kenneth Goodman's explanation:

> " Whole language emphasized the importance of approaching reading, writing, speaking, listening, and thinking by building on the language and experiences of the child. The term whole language itself draws on two meanings of "whole": It is undivided, and it is integrated and unified" (1989, 209-221)".

Whole language proponents believe that children will develop their own phonetic principles as they read, write, speak, listen, and think. They oppose teaching phonics in any structured, systematic way.

This bibliography provides teachers with a selection of journal articles and research reports, language arts curriculum guides, student texts, and professional textbooks which reflect whole language theory, research, practice, and evaluation. These sources will help practitioners make the transition from traditional to whole language instruction in reading and writing. Some discussions about the whole language philosophy, its history, and whole language weaknesses are also included in the selection.

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1. Journal Articles and Research Reports

ERIC AN: EJ 447937

Andrews, Sharon Vincz; Huffman Joley,Gail
"Five Persistent Myths about Educating Teachers and Eight Strategies for Refuting Them: Reflective Curriculum Development in the Language Arts Methods Classroom"
Contemporary Education
(Winter 1991) Vol. 62 No. 2, pp. 82-87.

ERIC AN:EJ 429503

Barclay, Kathy Dulaney
"Teaching as a Focus of Change"
Illinois Schools Journal (1991) Vol. 70, No. 2, P. 43-52.

Describes the factors facilitating teacher change and the stages teachers go through when adopting classroom change. Reports the comments and insight of teachers who, having taken a graduate course in designing reading and rereading programs using a whole language approach, had begun to implement whole language learning in their classrooms. (CJS)

ERIC AN: EJ 447088

Baumann, James F.
"Organizing and Managing A Whole Language Classroom"
Reading Research and Instruction (Spring 1992) Vol. 31, No. 3, pp. 1-14.

Presents definitions of "Whole Language" and classroom organization/management. Describes several plans for organizing and managing a whole language classroom. Presents a detailed example demonstrating how to organize and manage a whole language primary classroom during a "modified blocked" approach. (SR)

ERIC AN: EJ 434274

Bolser, Shirley A.
"Whole Listening in the Primary Classroom"
Ohio Reading Teacher (Spring 1991) Vol. 25, No. 3, pp. 19-27.

Describes the process of listening within the boundaries of learning. Focuses on whole language methods in reading that promote whole listening and can help students improve their listening as well as reading skills. (MG)

ERIC AN: EJ 434193

Bright, Robin
"Teacher as Researcher: Traditional and Whole Language Approaches."
Canadian Journal of English Language Arts (1989) Vol. 12, No.3, pp. 48-55.

Describes an ethnographic study conducted in a grade four classroom during language arts instruction to discover patterns of a traditional approach, a whole language approach, or a combination of the two. Compares and contrasts traditional and whole language approaches according to specific dimensions: concept of learning, curriculum, pedagogy, teacher's role, evaluation, and research orientation. (MG)

ERIC AN: EJ 435634

Brunearu, Beverly, and others
"Parent Communication in a Whole Language Kindergarten: What We Learned From a Busy First Year
Reading Horizons (December 1991) Vol. 32, No. 2, pp. 117-27.

Describes how one teacher initiated a whole language program and attempted to inform parents about the program. Discusses the importance of maintaining a constant flow of communication to parents and providing variety in the media that are used to carry the communication. (MG)

ERIC
EJ 447939

Burk, Jill; Melton Pages, Joyce
"From Recipe Reader to Reading Professional: Extending the Roles of the Reading Teacher though Whole Language"
Contemporary Education (Winter 1991) Vol. 62, No. 2, pp. 96-101.

Describes the roles of reading professionals in school, focusing on whole language learning and noting implications of those roles for administrators and teacher educators' lists recommendations for administrators and teacher educators who wish to support the development of whole language instruction. (SM)

ERIC
AN: EJ 443826

Caslovka, Arlys; and others
"Teachers Tell the Truth About School Change"
Instructor (January 1992) Vol. 101, No. 5, pp. 24-27.

This article provides an overview of several major themes in the reform movement and how changes brought about by school restructuring affect practicing teachers. Topics include teacher empowerment, site-based management, knowledge-work enterprise, school-university collaboration, professional development schools, whole language instruction, and technology. (IAH)

ERIC
AN:EJ442752

Cothern, Nancy B.
"Whole Language Theory-Based Instruction in the Basal Environment:Yes, You Can Do Both"
Ohio Reading Teacher (Spring 1992) Vol. 26, No. 3 pp. 9-13.

Suggests ways in which teachers may plan and incorporate effectively whole language theory into existing programs in which basal materials are established and accepted. (RS)

ERIC AN: EJ 433455

Crax, Sandra
"A Whole Language Literacy Strategy That Works"
Education Canada (Summer 1991) Vol. 31, No. 2, pp. 16-21.

Presents the Holistic Educational Literacy Process Strategy for adult literacy education consisting of the following 10 steps: presenting an advance organizer; reading silently; reading aloud; listening to the passage recorded; listening and taking notes; highlighting important points; networking structures; summarizing the passage; revising the written summary; and reflecting and evaluating. (KS)

ERIC AN: EJ 436768

Cunningham, Patricia M.; Allinton, Richard L.
"Words, Letters, Sounds, and Big Books: A Beary Good Approach"
Learning (September 1991) Vol. 20, No. 2, pp. 91-92, 94-95.

Describes how primary teachers can use decoding strategies within a literature-based, whole language setting. A three-stage approach involves the book stage (real reading), the word stage (learning words), and the letter-sound stage (learning sounds). The article provides sample activities. (SM)

ERIC AN: EJ 434263

Dudley Marling, Curt; Dippo, Don
"The Language of Whole Language"
Language Arts (November 1991) Vol. 68, No. 7, pp. 548-54.

Calls for resolution or the ambiguities and contradictions of the language and the practices of whole language. Attempts to elucidate conflicting conceptions and practices among whole language advocates and thereby make whole language even stronger. (MG)

ERIC AN: EJ 439293

Duffy, Gerald G.
"Let's Free Teachers to Be Inspired"
Phi Delta Kappan (February 1992) Vol. 73, No. 6, pp. 442-47.

Drawing on specific examples in elementary school classrooms and flying instruction analogies, this article shows how teachers can creatively combine tenets of both holistic and direct approaches to reading instruction. Students are more likely to use reading and writing effectively when teachers themselves are empowered to select intelligently from various conceptions. (MLH)

ERIC AN:EJ 447110

Foley, Christy L.
"Turn Them on To Learning With Two WholeLanguage Strategies: Guam'sExperience An Overview of Guam's Classroom Realities"
Reading Improvement (Spring 1991) Vol.28, No. 1., pp.40-43.

Discusses Guam's unique multicultural student and teacher population. Describes two classroom language arts activities (the method of taped repeated reading and "write around") that have met with success and continue to gain momentum in Guam's classrooms. (RS)

ERIC AN: EJ 429707

Ford, Michael
"Whole Language Change: Lessons from Hostile Audiences"

Journal of the Wisconsin State Reading Association (Winter 1991) Vol. 35, No. 1, P. 29-35.

Answers the five following common objections to the whole language approach:

1. Haven't we tried this all before?
2. What will happen to the child if some teachers use whole language and others don't?
3. Where does the teacher find the time to do all this?
4. Where's the proof that it works?
5. What about the future?

ERIC AN: EJ 441047

Giddings, Louise R.
"Literature - Based Reading Instruction"
Reading Research and Instruction (Winter 1992) Vol. 31, No. 2, pp. 18-30.

Reviews the literature relative to the theory and practice of literature-based reading instruction. Cites studies that support a holistic, literature-based approach to reading instruction. Suggests that more studies are needed relative to the implementation of literature-based reading programs. (PRA)

ERIC AN: EJ 431071

Giddings, Louise R.
"Literature - Based Reading Instruction: Understanding the Holistic Perspective"
Contemporary Issues in Reading (Spring 1991) Vol. 6, No. 2, P. 69-74.

Presents a discussion of the ideas that are central to the concept of literature-based reading instruction. Review the theory, gives insights from reading research, stresses the importance of literature in the reading program, and offers strategies for literature-based reading instruction. (PRA)

ERIC AN: EJ 441115

Gold, Judith; and Others
"Whole Language and Teacher/Librarian Partnerships"
Phi Delta Kappan (March 1992) Vol. 73, No. 7, pp. 536-37.

At New York City's progressive Bank Street School for Children, teaching is directed to the whole child's social, emotional physical, and cognitive development. The school's reading program focuses on a language-experience approach based on student choice. This article shows how collaboration between teachers and librarians has strengthened the classroom-library media center connection. (four references) (MLH)

ERIC
AN: EJ 448434

Goodman, Kenneth S.
"Why Whole Language is Today's Agenda in Education"
Language Arts (September 1992) Vol. 69, No. 5 pp. 354-63.

Discusses changes in textbook publishing, attendance at professional meetings, media coverage, and the response of the "testing community" that demonstrate that whole language has become the agenda of education. Discusses the transactional view of writing, social/personal views of learning, teachers redefining themselves and their relations to learners, whole language as curriculum, and the new agenda. (RS)

ERIC
AN:EJ 437420

Grindler, Martha; Stratton, Beverly
"The Reading/Writing Connection in Whole Language"
Ohio Reading Teacher (Fall 1991) Vol. 26, No. 1, pp. 11-14.

Discusses the part reading and writing play in the whole language approach. Offers 11 recommendation to help teachers provide a functional approach to language development. (MG)

ERIC
AN:EJ 433793

Gursky, Daniel
"After the Reign of Dick and Jane"
Teacher Magazine (August 1991) Vol. 2, No. 9, pp. 22-29.

Examines the philosophy of the whole language approach to teaching and learning. Whole language stresses that language should remain whole and uncontrived and children should use it in ways that relate to their own lives. Answers are not as important as learning processes in the whole language approach. (SM)

ERIC AN:EJ 434194

Halpern, Honey
"Ideas for Collaborative Work in Whole Language Classrooms"
Canadian Journal of English Language Arts
(1989) Vol. 12, No.3, pp. 56-60.

Discusses collaboration between teachers and students and among students. Presents classroom strategies that use the principles of collaboration in the whole language class. (MG)

ERIC AN: EJ 429502

Hancock, Marjorie R.
"Putting It All Together: A selected Bibliography of Whole Language' Illinois Schools Journal (1991) Vol. 70, No. 2, P. 31-42.

Presents a selected bibliography of 44 entries concerning Whole Language theory, research, practice, and evaluation. Annotations are followed by subheadings indicating the primary foci of the book or article. These sources will help practitioners make the transition from traditional to whole language instruction in reading and writing. (CJS)

ERIC AN: 440398

Hanlin, Jayne Ilene
"Give the Classics a Front-Row Seat"
Learning (January 1992) Vol. 20, No. 5, pp. 54-57.

A fifth grade teacher describes how by reading classic literature aloud to her students each day, she helped them along the road to literature - based learning. She discussed the advantages of the whole language approach. (SM)

ERIC
AN: EJ 437371

Hobson, Eric
"Where Do College Students Come From?: School/University Articulation in Writing Theory" Freshman English News (Fall 1991) Vol. 19, No. 3, pp. 26-28.

Changes postsecondary education pays scant attention to developments outside their circle (such as the whole language movement), and thus are hindered in teaching the newest generation of college students. Discusses the whole language movement, its importance, its relationship to freshman composition theory, whether it challenges contemporary college-level based composition theory, and what the future holds. (SR)

ERIC
AN: EJ 448435

Hoffman, James V.
"Am I Whole Yet? Are You? (Leadership in the "Language Arts (September 1992) Vol. 69, No. 5. pp. 366-71.

Discusses the author's experiences in learning about the whole-language approach. Suggests that whole language is not so much about method or philosophy as it is about power. Offers five suggestions for administrators and teacher educators to help teachers explore the possibilities of whole language.(RS)

ERIC
AN: EJ 432425

Hoese, Kari K.
"Putting Whole Language, Literature-Based Reading into Practice"
Journal of the Wisconsin State Reading Association (Spring 1991) Vol. 35, No. 2, pp. 17-21.

Presents three patterns of literature-based reading instruction and illustrates their role in the moving from a traditional reading program toward a whole language, literature-based reading program. (MG)

ERIC
AN:ED 341960

Hornstein, Stephen; and Others
"Whole Language Goes to College"
Insights into Open Education (March 1992) Vol. 24, No. 6.

Based on the belief that teacher educators can no longer be satisfied to teach about whole language without teaching through whole language, this article presents five major premises of whole language and then describes several strategies by which this philosophy has been implemented in university classrooms. (SR)

ERIC
AN: EJ 438629

Jardine, David W.; Field, James C.
"Critical-Interpretive Explorations of Innovative Language Arts Practices at the Elementary School Level" Canadian Journal of Education (Spring 1991) Vol. 16, No. 2, pp. 206-09.

A proposed research project is described in which two university-based researchers and four elementary school teachers will investigate problematic features of "whole language instruction" in monthly reflexive conversations. One hypothesis is that problems with whole language practice are indicative of a more broadly based cultural malaise. (SLD)

ERIC
AN: EJ 429710

Jett Simpson, Marry
"Organizing the Whole Language Reading Class: Readers' Workshop and Focused Study Reading Workshop"Journal of the Wisconsin State Reading Association (Winter 1991) Vol. 35, No. 1. p. 49-55.

Describes the Reader's Workshop and the Focused Study Reading Workshop. Offers them as a way to accommodate the characteristics of individuals, to respect the knowledge of readers who are at earlier stages of reading development, to establish a system which teachers problem solving, and to provide for active child involvement and ownership in the reading process.(PRA)

ERIC
AN: EJ 447940

Johnson, Betty; Stone, Eric
"Is Whole Language Restricting Our Classroom?"
Contemporary Education (Winter 1991) Vol. 62, No.2, pp. 102-04.

Discusses whole language learning in Indiana classrooms, its philosophical origin and appropriate educational environment. The abide offers a set of beliefs about whole language teaching and presents guidelines to help schools restructure their thinking about the curriculum and learning climate. (SM)

ERIC
AN:EJ 437440

Jordan, Cynthia; Smith, Lana J.
"Planning for Whole Language across the Curriculum (in the classroom)"
Reading Teacher (February 1992) Vol. 45, No. 6, pp. 476-77.

Provides a sample whole language matrix than systematically organizes the multitude of activities and strategies of an integrated curriculum. Discusses how this matrix may be helpful for teacher planning and documentation for administrators and parents. (MG)

ERIC
AN: EJ 432435

Kachur, Amy
"Making a Change Toward Whole Language"
Ohio Reading Teacher (Winter 1990) Vol. 24, No. 2., pp. 20-25.

Explores the challenge of making the transition from a traditional basal-oriented language arts program to a literature-based program. States that initiating a literature-based reading program requires an appreciation and grasp of the Whole Language philosophy. Offers suggestions for implementing this approach.

ERIC
AN: EJ 436318

Kaminski, Robert
"Legends for Sale, Poems for Free: Whole Language Activities Can Be Inspired by Risk-Taking and Scene Changes"
Emergency Librarian (November- December 1991) Vol. 19, No. 2, pp. 21-24.

Describes two classroom activities that were developed to promote a whole language approach to listening, speaking, reading, and writing. One involved fifth grade students who wrote legends that other students paid to read and evaluate, and the other involved an eight grade English class who have free poetry readings in a coffee house setting. (LRW)

ERIC
AN: EJ 429712

Karnowski, Lee: Krey DeAn
"Preparing Pre-Service Teachers for Whole Language Classroom" Journal of the Wisconsin State Reading Association
(Winter 1991) Vol. 35, No. 1, P. 73-76.

ERIC
AN: EJ 429712

Karnowski, Lee; Krey DeAn
"Preparing Pre-Service Teachers for Whole Language Classroom"
Journal of the Wisconsin State Reading Association
(Winter 1991) Vol. 35, No. 1, P. 73-76.

Describes the reorganization of teacher education methods courses at University of Wisconsin-River Falls. Lists Whole language tenets, large group session topics, and sample integrations for prekindergarten through middle school grades. Asserts that the experience demonstrated the benefits of the whole language philosophy. (PRA)

ERIC AN: EJ 448043

Kasten, Wendy C.
"Bridging the Horizon: American Indian Beliefs and Whole Language Learning" Anthropology and Education Quarterly (June 1992) Vol 23, No. 2, pp. 108-19.

Explores the relationship between the principles of whole language teaching and whole language learning, especially for elementary school students, and the culture of many Native American students. Listing seven points of compatibility. The experience of the Miccosukee Indian School in Miami (Florida) illustrates the use of whole language. (SLD)

ERIC AN: EJ 434199

Keefe, Donald; Meyer, Valerie
"Teaching Adult New Readers the Whole Language Way"
Journal of Reading (November 1991) Vol. 35, No. 3, pp. 180-83.

Provides a brief summary of whole language theory and offers suggestions for its application in adult education settings. Maintains that when instructional techniques rooted in whole language theory are used with adult beginning readers, learning is more meaningful and success can be dramatic. (SR)

ERIC AN: EJ 433795

Koepke, Mary
"The Power to Be a Professional"
Teacher Magazine(August 1991) Vol. 2, No. 9, pp. 35-41.

Describes experiences of a fifth grade teacher who converted her classroom to a whole language teaching and learning environment. In her child-centered classroom, she emphasizes student empowerment and decision making, cooperative learning, and flexibility. Her top priority is for students to participate and learn critical thinking and problem-solving skills. (SM)

ERIC
AN: EJ 434261

Kucer, Stephen B.
"Authenticity as the Basis for Instruction"
Language Arts (November 1991) Vol. 68, No. 7, pp. 532-40.

Reports on research that investigated students' perceptions of the purpose of certain whole language strategy lessons. Concludes that, even in whole language lessons, authenticity may be missing. Helps educators think more deeply about what literacy lessons should be like for students and how instruction can help develop students' strategies while maintaining the integrity of the whole. (MK)

ERIC
AN: EJ 433796

Ladestro, Debra
"Making a Change for Good"
Teacher Magazine (August 1991) Vol. 2, No. 9, pp. 42-45.

Describes middle and high schools in upper Arlington (Ohio) that use the whole language approach to teaching and learning. The schools emphasize student-centered education, cooperative learning, and student involvement in decision making. The curriculum is fully integrated, with writing used as a learning tool in all in all subject areas. (SM)

ERIC
AN: 443816

Lake, Veronica A.
"Valentine Book Buddies"
Learning (February 1992) Vol. 20, No. 6, pp. 80-83.

Describes one educator's whole language approach to elementary school reading. Her class activities focus on books and friends during February to help celebrate Valentine's Day. Two student pages after friendship-oriented student activities. (SM)

ERIC
AN: EJ 436315

Lieberman, Jan
"Literature in Concert: Oral Interpretation Harmonizes with the Whole Language Curriculum"
Emergency Librarian (November - December 1991) Vol. 19, No. 2, pp. 8-9.

This introductory article discusses the development of oral interpretation skills to promote literature in the classroom as part of the whole language curriculum. Benefits of listening to adults read aloud and telling stories are discussed, and the importance of listening skills and audience etiquette is described. (LRW)

ERIC
AN: EJ 434972

Linn, Jeffrey B.
"Whole Language in the Social Studies"
Social Science Record(Fall 1990) Vol. 27, No. 2, pp. 49-55.

Argues that a whole language approach can help bring social studies to life for students. Explains that the arrangement of terms into a web or map that shows the terms' interrelationships and is one way of using the whole language approach. Provides guidelines for thematic instruction and a list of potential themes. (SG)

ERIC
AN: EJ 432955

MacGowan Gilhooly, Adele
"Fluency before Correctness: A Whole Language Experiment in College ESL."
College ESL (March. 1991) Vol. 1, No. 1, pp. 37-47.

Describes a college English as a Second Language curriculum model based on a whole language approach that is presented to stimulate others to review and revise their own curriculum. (GLR)

ERIC AN: EJ 443022

Mather, Nancy
"Whole Language Reading Instruction for Students with Learning Disabilities: Caught in the Cross Fire"
Learning Disabilities Research and Practice (1992) Vol. 7, No. 2, pp. 87-95.

This paper reviews the history of whole language versus code-emphasis approaches to reading instruction. The paper concludes that students with severe learning disabilities may learn to read in a whole language, mainstream classroom, if provided with supplemental instruction, a variety of instructional techniques, and appropriate intensity and duration of services. (Author/JDD)

ERIC AN: EJ 439182

McCoy, Linda Jones; Hammett, Victoria
"Predictable Books in a Middle School Class Writing Program"
Reading Horizons (February 1992) Vol. 32, No. 3, pp. 230-34.

Describes whole language activities (including using predictable books and rewriting of literary and poetic patterns) used for teaching reading and writing in a Kansas Middle School. (PRA)

ERIC AN: EJ 431072

McIntyre, Ellen; Davis, Marianne
"Reading Interactions in a First Grade Whole Language Classroom
Contemporary Issues in Reading (Spring 1991) Vol. 6, No. 2, P. 75-82.

Relates a teacher's observations of first graders in a whole language classroom enabling each other to read. Suggests reading techniques which foster this collaborative learning. (PRA)

ERIC AN: EJ 431791

McKinsey, Laura
"Integrating Whole Language and Outdoor Education" Journal of Outdoor Education (1990-91) Vol. 25, pp. 19-22.

Compares the philosophies of whole language instruction and outdoor education. Bath incorporate other subjects in a theme approach, use meaningful materials, are student-centered, and are process-oriented. An outline of a teaching unit based on the story "Sarah Plain and Tall" integrates whole language and outdoor education. (KS)

ERIC AN: EJ 432607

McNeilly, Patricia
"Old Teachers Can Learn New Tricks" Ohio Reading Teacher (Summer 1990) Vol. 24, No. 4, pp. 34-38.

Shares the author's transition from traditional reading instruction to a whole language approach. Discusses journal writing and dramatization as two effective teaching strategies. (MG)

ERIC AN: EJ 434894

Miller, James G.; and Others
"Whole Language - Inside and Outside" Pathways to Outdoor Communication(Fall 1991) Vol. 1, No. 1, pp. 14-15.

Describes a teacher's efforts to create an anthology of poems written by fourth grade students. Whole language activities progressed from poetry reading and group writing to individual writings based on outdoor themes. Presents examples of students' poetry. (KS)

ERIC AN: EJ 432497

Moore, Sharon Arthur; Moore, David W.
"Whole Language - Yet Again (Professional Resources)"
Reading Teacher (October 1991) Vol. 45, No. 2, pp. 156-57.

Reviews five professional resource books on whole language instruction and mentions three additional books on the topic. Suggests these books to educators who are interested in obtaining information and support for child-centered instruction. (MG)

ERIC AN: EJ 432485

Moss, Barbara
"Ten Tips for First Time Whole Language Users"
Ohio Reading Teacher (Spring 1990) Vol. 24 No. 3, pp. 38-42.

Provides 10 tips based on research, observations, experiences, and comments from practitioner which will help teachers get through the first year of implementing a whole language approach. Offers a 15 item list of resource companies and their addresses that might assist teachers and educators who wish to investigate this area further. (MG)

ERIC AN: EJ 442766

Moss, Barbara
"Planning Effective Whole Language Staff Development Programs: A Guide for Staff Developers"
Reading Horizons (April 1992) Vol. 32, No. 4, pp. 299-315.

Discusses some principles, considerations, and cautions for those creating staff development programs in whole language. Discusses factors necessary for effective implementation of whole language programs.)RS)

ERIC AN:EJ 447936

Newman, Judith M.
"Whole Language: A Changed Universe"
Contemporary Education(Winter 1991) Vol. 62 No. 2, pp. 70-75.

Examines how changes in the view of the universe led to whole language learning, a collaborative process which considers the social contexts of language. Suggests that whole language is not a teaching method but a belief and discusses how to transform teaching into a learning experience. (SM)

ERIC AN: EJ 433768

Novelli, Joan
"Instructional Style Meets Classroom Design"
Instructor (August 1991) Vol. 101, No. 1, pp. 26-30.

Nine elementary teachers explain how they design their classrooms to match and support their instructional styles. The teachers focus on whole language programs, student portfolios, science activity set-ups, technology transformation, learning center strategies, and space utilization. (SM)

ERIC AN: EJ 440913

Ohlhausen, Marilyn M., and others
"Viewing Innovations through the Efficacy -Based Change Model: A Whole Language Application"
Journal of Reading(April 1992) Vol. 35, No. 7, pp. 536-41.

Describes the Efficiency-Based Change Model, which takes into account the complexity of the change process for individual teachers. Notes that the model is being tested and refined within a variety of settings, including a staff development project designed to support a group of teachers as they explore ways to provide whole language services to other teachers. (RS)

ERIC
AN: EJ 440964

Olds, Henry F.
"Reading, Writing, and Restructuring: A Case for Renewal"
Writing Notebook: Creative Word Processing in the Classroom (January - February 1992) Vol. 9, No. 3, pp. 19-42.

Discusses the need for fundamental restructuring of language arts instruction. Discusses the benefits of the whole language approach and the current problems with testing, use of instructional time, and the lack of teacher support. (PRA)

ERIC
AN: EJ 441942

Pace, Glennellen
"Stories of Teacher-Initiated Change from Traditional to Whole Language Literacy Instruction"
Elementary School Journal (March 1992) Vol. 92, No. 4 pp. 461-76.

Through the stories of nine teacher-innovators, factors that promote or impede grassroots change efforts in elementary school are examined, especially in terms of teachers' attempts to shift from traditional textbook, teacher-centered language and literacy curriculum to a learner-centered, whole language approach. Identified three major sources of tension.
(Author/BB)

ERIC AN:EJ 440911

Pahl, Michele M.; Monson, Robert J.
"In Search of Whole Language: Transforming Curriculum and Instruction" Journal of Reading April 1992. Vol. 35, No. 7. 7, pp. 518-24.

Suggests ways that transactional learning can be reflected in staff development practices. Addresses issues raised during attempts to implement a whole language staff development program. contends that what unites whole language teachers is a unique but common orientation toward instruction and curriculum and that this orientation can be reflected in whole language staff development programs. (RS)

ERIC AN: EJ 431098

Pils, Linda J.
"Soon Anofe You Tout Me: Evaluation in a First-Grade Whole Language Classroom"
Reading Teacher (September 1991) Vol. 45, No. 1 P. 46-50.

Presents a variety of literacy evaluation strategies devised and implemented by a teacher who is making the transition to whole language. (MG)

ERIC AN: EJ 429708

Pollack, Hilary L.
"Veteran Teachers and Whole Language Instruction"
Journal of the Wisconsin State Reading Association (Winter 1991) Vol. 35, No. 1, p 37-41.

Describes the positive experiences of veteran teachers who have switched from basal reading to the whole language approach. (PRA)

ERIC AN: EJ 432646

Pryor, Elizabeth Gibbons
"Whole Language Rhetoric: Clarifying Misconceptions"
Ohio Reading Teacher (Fall 1990) Vol. 25, No. 1, pp. 15-22.

Explores four misconceptions about the whole language approach and attempts to replace them by grounded realities associated with whole language. (MG)

ERIC AN: EJ 430389

Raines, Shirley C.
"Professional Books"
Childhood Education (Summer 1991) Vol. 67, No. 4., pp. 248-51.

Presents review of several professional books concerning such topics as teacher preparation programs; the suitability of childhood education projects for development of children's knowledge skills, positive disposition, and feelings; a developmental approach to the social studies; and literacy development that focuses on whole language. (BB)

ERIC AN: EJ 431086

Richards, Janet C.; Gripe, Joan P.
"Whole Language Teaching and Mandated District Objectives are Compatible"
Reading: Exploration and Discovery (Fall 1990) Vol. 13, No. 1, P. 8-18.

Demonstrates how a real first grade teacher in a real classroom covers district objectives for reading and language arts within the context of a whole language philosophy. Illustrates how the teacher recognizes the needs of the students and encourages them to participate in making decisions about what activities are included in the unit. (MG)

ERIC
AN: ED 347165

Richards, Janet C.; Gipe, Joan P.
"Whole Language Teaching and Mandated District Objectives are Compatible"
Paper presented at the Annual Meeting of the International Reading Association
(Orlando, FL May 1992)

Many teachers with a whole language philosophical orientation question how to cover mandated district objectives using whole language instruction. One problem is that curriculum objectives are usually presented in discrete, isolated fragments. Second, teachers are also expected to document what skills they have covered. Third, specific guidelines which demonstrate how teachers can structure whole language classroom activities are lacking. This paper presents a vignette which provides answers to teachers who wish to initiate whole language instruction and also cover district objectives. The teacher in the vignette follows curriculum guidelines and: (1) allows her students' interests and instructional needs to determine what is directly taught and reviewed; (2) incorporates reading/language arts lessons with multiple disciplines when appropriate; (3) integrates and interrelates reading and writing instruction; (4) promotes student/teacher collaboration and student discussion and decision making; (5) makes learning meaningful, personal and functional; and (6) helps students to participate actively in their own learning (Author)

ERIC
AN: EJ 435954

Rigg, Pat
"Whole Language in TESOL"
TESOL Quarterly(Fall 1991) Vol. 25, No. 3, pp. 521-47.

Presents key aspects of the whole language perspective; describes examples of whole language principles in practice in elementary, secondary and adult English as a Second Language programs; and reviews recent whole language research on second language development. (56 references) (VWL)

ERIC
AN: EJ 435525

Ross, Eleanor Parry
"Moving Toward a Whole Language College Classroom"
Journal or Reading (December - January 1991-1992 Vol. 35, No. 4, pp. 276-81.

Describes changes made in the teaching of a college preservice education course in children's literature and reading methods that reflect principles of the whole language approach. Discusses integration of curriculum, social context, classroom environment, evaluation, writing, purposeful learning, and opportunities to choose. (SR)

ERIC
AN: EJ 449373

Routman, Regie
"Teach Skills With A Strategy"
Instructor (May - June 1992) Vol. 101 No. 9, pp. 34-37.

The article describes how to teach skills strategically in whole language classrooms. It discusses differences between skills and strategies and notes how to move from skill to strategy. A section on teaching phonics examines phonics charts and personal phonics booklets suggests an order for teaching phonics. (SM)

ERIC
AN: EJ 435750

Salzer, Richard T.
"TAWL Teachers Reach for Self-Help"
Education Leadership(November 1991) Vol. 49, No.3, pp. 66-67.

The Whole Language Movement may be the most widespread and fastest growing grassroots curriculum trend in U.S. education. Although a few teachers applying whole language (TAWL) groups are affiliated with school systems, the majority are supported entirely by teachers from different school districts meeting together voluntarily to advance their own professional development. (MLH)

ERIC AN: EJ 432547

Scheu, Judith; and Others
"Teaching and Learning of Nonfiction (Reviews and Reflections)"
Language Arts (October 1991) Vol. 68, No. 6, pp. 502-07.

Review 13 professional materials that explore the uses of expository texts and informational materials designed to be used with elementary and middle school students in the classroom. Discusses a book that provides a whole language perspective on language learning and teaching. (MG)

ERIC AN: EJ 433794

Schultz, Elizabeth
"Nourishing a Desire to Learn"
Teacher Magazine (August 1991) Vol. 2, No. 9, pp. 30-34

Describes the experiences of first grade teachers who use the whole language approach to teaching and learning. Learning involves students participating in activities they find meaningful and sharing knowledge with their peers. Students must exercise initiative in learning, and they are responsible for making choices. (SM)

ERIC AN: EJ 441053

Sensenbaugh, Roger
"Reading Teachers and Their Students"
Reading Research and Instruction (Winter 1992) Vol. 31, No. 2, pp. 98-101.

Presents annotations of nine articles from the ERIC database that discuss the pedagogical relationship between reading teachers and their students. Includes articles that deal with whole language instruction, student motivation, instructional grouping, questioning techniques, and the characteristics of effective teachers.

ERIC
AN:EJ 429709

Shaw, Ellyn A.
"Impressions of Whole Language Reading Instruction from the Land down Under" Journal of the Wisconsin State Reading Association
(Winter 1991) Vol. 35, No. 1, P. 43-48.

Discusses a teacher's perspective on the whole language approach to reading instruction, based on her observation of Australian students. Examines the theoretical frameworks, the materials used for instruction, the time allotted for instruction, the role of the teacher, the lesson format, and student motivation. (PRA)

ERIC
AN: EJ 429706

Shaw Patricia A.
"A Selected Review of Research on Whole Language" Journal of the Wisconsin State Reading Association
(Winter 1991) Vol. 35, No. 1, P. 3-17.
Identifies quantitative research regarding whole language. Includes studies on preschool literacy, literature and basal reading, at-risk first grade children, whole language and traditional approaches to beginning reading, students' writing ability, whole language and older students, and implementation. Concludes that whole language may be more effective at different stages of reading development.(PRA)

ERIC
AN: EJ 4366317

Sierra, Judy
"Whole Language and Oral Traditional Literature, or, pigs, puppets and Improv."
Emergency Librarian(November - December 1991) Vol. 19, No. 2, pp. 14-15.

Discussion of the development of oral language skills for elementary age children highlights the use of well-known folk tales such as "The Story of the Three Little Pigs" to involve a group an oral language experience. The use of puppets is described, and props and resource materials are suggested. (LRW)

ERIC
AN: EJ 428634

Smith Burke, M. Trika; and Others
"Whole Language: A viable Alternative for Special and Remedial Education?"
Topics in Language Disorders
(May 1991) Vol. 11, No. 3, pp. 58-68.

This article explores the assumptions of traditional remedial and learning disabilities education and summarizes empirical evidence challenging this approach; examines the assumptions underlying whole language context; presents data on the efficacy of whole language instructional programs; and discusses the potential benefits of whole language for special populations. (JDD)

ERIC
AN: EJ 439292

Smith, Frank
"Learning to Read: The Never Ending Debate"
Phi Delta Kappan (February 1992) Vol. 73, No. 6, pp. 432-35, 438-41.

Methods such as phonics or whole language can never ensure that children learn to read. Children must learn from people, from teachers initiating them into the readers' club and from authors' writings. Children's relationships with teachers, each other, and the learning task itself are supremely important. Observation, not testing, gauges student progress. (MLH)

ERIC
EJ 447938

Smith, Patricia Gannon
"A Practical Guide to Whole Language in the Intermediate Classroom"
Contemporary Education (Winter 1991) Vol. 62 No. 2, pp. 88-95.

Discusses the role of the intermediate whole language teacher, including creating a proper environment, emphasizing meaning, encouraging risk taking, providing sufficient learning time, focusing on students, encouraging collaboration, using whole pieces of language, using the best literature, teaching skills in context, evaluating, and integrating different aspects of the curriculum. (SM)

ERIC
AN: EJ 441001

Stahl, Steven A.
"the P' Word: Nine Guidelines for Exemplary Phonics Instruction"
Reading Teacher (April 1992) Vol. 45, No. 8, pp. 618-25.

ERIC
AN: EJ 433304

Stanek, Lou Willett
"Whole Language for Whole Kids: An Approach for Using Literature in the Classroom"
School Library Journal (September 1991) Vol. 37, No. 9, pp. 187-89.

Discusses the use of literature in the whole language approach. Examples show the integration of a second grader's experiences with the curriculum; integrating the language arts in the middle school via study of the author as well as the book; and the integration of literature into the study of history. Titles to use in each area are suggested. (LRW)

Examines what is entailed in effective phonics instruction and shows how such instruction can be integrated into a wide variety of approaches to the teaching of beginning reading. Discusses nine guidelines for exemplary phonics instruction that can be incorporated into classrooms using basal readers, whole language philosophy, or shared reading of literature. (PRA)

ERIC
AN: ED 341964

Stephens, Diane
"Whole Language in Context"
Center for the Study of Reading, Urbana, IL.; Illinois University, Urbana. Center for the Study of Reading. (1992).

Whole language is a response to the increased knowledge base about language, literacy, and learning. Whole language educators believe that teachers should have direct access to this knowledge base and be supported in their efforts to use it to inform instructional decisions. This response stands in contrast to more traditional responses in which university educators use the knowledge base to develop instructional innovations and then try to sell teachers these innovations/methods. Debates pro and con whole language are really debates about power and control, and a commitment too teaching as informed, reflective practice necessitates rethinking the roles of university and public school educators as well as reconceptualizing the relationship between them. (Author)

ERIC
AN: EJ 445690

Stice, Carole F.; Bertrand, John E.
"What's Going On Here? A qualitative Examination of Grouping Patterns in an Exemplary Whole Language Classroom"
Reading Horizons (June 1992) Vol. 32, No. 5, pp. 383-93.

Describes a classroom in which the teacher has developed a sense of community through her emphasis on whole language instruction. Describes the organizational patterns of both the teacher's and the children's activities in this exemplary whole language classroom. Documents instances of collaboration and student choice. (SR)

ERIC
AN EJ 442698

Swan, Ann
"Getting a Good View of Whole Language"
Ohio Reading Teacher (Winter 1992) Vol. 26, No. 2, pp. 11-12.

Discusses the whole language philosophy and its view of language, learning, and teaching. Discusses the whole language view of the relationship between students and teachers and the holistic approach. (PRA)

ERIC
AN: EJ 437380

Swan, Ann M.
"Getting a Good View of Whole Language"
Ohio Reading Teacher (Summer 1991) Vol. 25 No. 4 pp. 31-34.

Discusses the issues of language, learning and teaching, and kids and teachers in a whole language classroom. (MG)

ERIC
AN: EJ 445255

Tchudi, Stephen
"The Interdisciplinary Island. Whole Language, Holistic Learning, and Teacher Education"
Holistic Education Review (Spring 1992) Vol. 5, No. 1, pp. 30-36.

Describes a whole language, interdisciplinary summer program for school and college teachers. From hands-on exploration and reading and writing about self-selected topics, participants learned to understand theory and practice of whole language instruction and to explore implications for their own teaching. (SM)

ERIC AN:EJ 448369

Thompson, Richard A.
"A Critical Perspective on Whole Language"
Reading Psychology (April - June 1992) Vol. 13, No. 2, pp. 131-55.

Argues that reading educators need to objectively appraise the whole language instructional philosophy in relation to what is known about reading methodology. Discusses the whole language philosophy, its history, the "whole sentence method," and whole language weaknesses. Advocates developing a "balanced reading program," which would emphasize skills instruction as well as whole language ideas. (PRA)

ERIC AN: EJ 444372

Trotter, Andrew
"When Principals Gather"
Executive Educator (June 1992) Vol. 14, No. 6, pp 27-29.

Summarizes main discussion topics at the recent annual meeting of the National Association of Elementary School principals held in New Orleans. Participants discussed school readiness, parenthood education, minority achievement, whole language instruction, and multiculuralism. The Association for supervision and Curriculum Development's New Orleans conference featured Carlos Fuentes's views on cultural diversity for U.S. classroom. (MLH)

ERIC AN: EJ 432662

Valencia, Sheila W.
"New Assessment Books (Assessment)"
Reading Teacher (November 1991) Vol. 45. No. 3, P. 244-45.

Reviews two recent professional publications concerning alternative assessment: "Portfolio Assessment in the Reading Writing Classroom" and "Assessment and Evaluation in Whole Language Programs." (MG)

ERIC
AN: EJ 431656

Valeri Gold, Maria; Olson, James
"Using Research-Based Whole Language Strategies to Empower At-Risk College Readers"
Research and Teaching in Developmental Education (Spring 1991) Vol. 7, No. 2, pp. 81-91.

Describes the following research-based whole language instructional strategies: predictions as a rereading activity; "webbing" words or ideas around a specific topic; shared writing; journal writing; vocabulary development; clustering synonyms as a way of approaching new vocabulary; context clues; analogies; definition maps; and reading short stories and novels aloud. (DMM)

ERIC
AN: EJ 441141

Vassallo, Philip
"Putting Children before Grown-Ups"
American School Board Journal (March 1992 Vol. 179, No. 3, p. 42,44.

In the children's school, a pilot project in New York City's south Bronx neighborhood, a unique program for kindergarten to third grade students features whole language approach. This philosophy puts children first and provides an environment that gives children varied choices for learning. (MLF)

ERIC
AN :EJ 447941

Waterman, David C.
"Whole Language: Why Not?"
Contemporary Education (Winter 1991) Vol. 62, No. 2, pp. 115-19.

The article explores the creation of whole language learning, examing educational reform since the 1950s. It presents descriptions of whole language learning, noting confusion about its definition and debating whether it is a reaction to poor reading and language arts teaching or response to criticisms of teaching since the 1950s. (SM)

ERIC
AN: EJ 430347

Webb, Alice; and others
"Four Teachers Pilot a Whole Language Program"
Childhood Education (Spring 1991) Vol. 67, No. 3, pp. 155-60.

Four K-3 teachers described their experiences using whole language programs. They had in common a child-centered attitude; an initial experience of frustration followed by encouragement from the children's excitement and involvement in learning; and an approach that began with the writing process and moved to literature-based instruction. (BC)

ERIC
AN: EJ 428635

Westby, Carol E. Costlow, Linda
"Implementing a Whole Language Program in a Special Education Class"
Topics in Language Disorders
(May 1991) Vol. 11, No. 3, pp. 69-84.

A program for language learning -disabled students is described that uses a whole language philosophy to structure contexts that develop students' pragmatic, semantic, syntactics, graphophonemic, and metacognitive abilities underlying speaking, listening, reading, and writing. This paper describes the program environment, children, thematic contexts, contexts for literacy, and parent involvement.(IDD)

ERIC
AN: 444303

Whitmore, Kathryn F.; Goodman, Yetta M.
"Inside the Whole Language Classroom"
School Administrator
(May 1992) Vol. 49, No.5., pp 20-26.

The whole language movement is challenging educators to reconsider their early childhood programs and assumptions about children and learning. This article explores four promises of whole language philosophy central early childhood education (language, active learning, play, and home-school relationships), and explores some program implementation issues, Resources are listed. (MLH)

ERIC
AN: EJ 433797

Williams, Sharon K.
"Whole Language Resources"
Teacher Magazine (August 1991) Vol. 2, No. 9, pp. 46-47.

Presents an annotated list of associations, organizations, book publishing companies, children's bookstores, magazines, catalogs, and hot lines that can provide elementary and secondary teachers with more information on the whole language approach to teaching and learning. (SM)

ERIC
AN: EJ 432604

Winners, Diane; Cassady, Judith K.
"Teaching Reading and Writing in a Whole Language Atmosphere: The Teacher's Role"
Ohio Reading Teacher (Summer 1990) Vol. 24, No. 4, pp. 14-17.

Discusses the whole language teacher's role in the development of children's writing and creating a positive writing environment in the classroom. (MG)

ERIC
AN EJ 448346

Wood, Margo; O'Donnell, Michael P.
"Directions of Change in the Teaching of Reading"
Reading Improvement (Summer 1991) Vol. 28, No. 2, pp. 100-03.

Discusses three trends in approaches to reading and literacy instruction: (1) the move from basal to literature-based instruction; (2) the move from emphasis on product to emphasis on process; and (3) the trend away from teacher as technician toward teacher as decision maker. States that these trends will result in profound and lasting changes in literacy instruction. (PRA)

Discusses the need for holistic curriculum development and reflective teaching, examing five persistent myths related to teacher education and noting strategies for refuting them. Challenges excuses for maintaining the status quo in education (lecturing and testing as the normal mode), viewing learning as an interactive process. (SM)

2. Professional Textbooks

220 TP
RD/EL
S.F.
1988

Alexander, J. Ectill and Heathington, Betty S. Assessing and Correcting Classroom Reading Problems. Glenview, IL: Scott, Foresman and

This text is intended for teachers and prospective teachers enrolled in a reading education course focused on assessing and correcting classroom reading problems. The text is appropriate for undergraduate and graduate students who have had a previous developmental reading course. It is viewed as appropriate for a second course in the study of reading for those who plan to teach in the elementary grades.

220 TP
LG.
Long
C 1993

Andrews, Larry
Language Exploration and Awareness: A Resource Book for Teachers.
White Plains, N.Y.: Longman Publishing Group,1993

This book is written for teachers of English and language arts in teaching the English language and/or linguistics for upper-level undergraduate students and beginning-level graduate students. In some cases, it can be used in an introduction to language or an introduction to linguistics course.

Reserves
Lyons/Cordeiro
ED. 335 #4

Bromley, Karen D'Angelo
Language Arts: Exploring Connections. (2nd ed.)
Needmah Heights, MA: Allyn and Bacon, 1992

This text book is meant to help you teach children to use language effectively by connecting the teaching of listening, speaking, reading, and writing and integrating this instruction with children's literature and content learning. It not only provides a strong information base and thorough coverage of correct research to support the integrated teaching of language arts, but also provides many examples of children's work and practical strategies that connect the teaching of each of the language arts. It contains nearly 200 new professional references and discussions of topics such as emergent literacy, language acquisition, multicultural teaching, second language learners, webbing, response to literature, literature-based instruction, journals, invented spelling, writing workshop, word processing and the computer, among many others.

220 TP
Rd./El.
P.H.
1986

Carbo, Marie; Dunn, Rita and Dunn, Kenneth
Teaching Students to Read Through Their Individual Learning Styles.
Englewood Cliffs, NJ: Prentice-Hall

This book presents tried and tested materials for immediate classroom use. All resources and strategies are based on the well-designed, often prize winning research described in the text. It may be used for college courses, in-service workshops, and as a daily reference for teachers concerned with employing sound and practical reading techniques based on the most recent research in academic achievement.

220 TP
Elem.
Rd.
M.H.
1992

Conley, Mark W.
Content Reading Instruction: A Communication.
Approach
New York: McGraw - Hill, Inc., 1992

This book is designed for courses in teacher education variously labeled content area reading or secondary reading. Its purpose is to help yo teach your students to read and communicate more effectively in whatever subject area you happen to be teaching. It emphasizes on what teachers think and do to help students become more literate. Each of the instruction-oriented chapters has a common format: setting goals, planning for instruction, and teaching a lesson. They not only describe specific teaching strategies, but also develop students' sense of how, when, and where to adapt these strategies to various contexts and subject areas.

Reserves
Lyons/Cordeiro
Ed.335
#11

Coody, Betty and Nelson, David
Successful Activities for Enriching the Language Arts.
Prospect Heights, IL: Waveland Press, Inc. 1986

This book provides elementary language arts teachers with an array of activities designed to enrich the reading, writing, speaking, and listening skills of their students. It is a supplement to regular textbooks in language arts courses at both the graduate and undergraduate levels. Teachers in service will find the activities practical, pertinent, and convenient to use at once with their students. Preservice teachers, on the other hand, will be able to learn the important skills of planning, developing, and evaluating independent activities for children.

220 TP
Elem.
Rd.
Long.
1989

Cunningham, Patricia M.; Moore, Sharon Arthur; Cunningham, James W. and Moore, David W. Reading in Elementary Classrooms: Strategies and Observations. (2nd ed. White Plains, N.Y.: Longman Inc. 1989

This book will explain the most effective ways to teach children to read. The book is divided into two parts, and in Part I, the chapters are written in traditional textbook fashion. Part II is composed of nontraditional textbook chapters. The purpose of the unusual chapters in Part II is to illustrate how all of the topics discussed in Part I interact with one another.

220 TP
Elem.
Rd.
S.F.
1989

Dupuis, Mary M.; Lee Joyce W.; Badial:, Bernard J.; and Askov, Eunice N. Teaching Reading and Writing in the Content Areas.

Teaching Reading and Writing in the Content Areas is designed for those preparing to or already teaching in middle and/or secondary schools.

Reading and Writing are integrated strands of the language process that also includes listening and speaking. Throughout the book you will find this philosophical theme expressed within the context of instructional principles and suggested teaching practices. While many recent textbooks in the field of reading have included ideas for integrating writing across the curriculum, this text provides on exceptional focus on this research-based instructional imperative. Writing instruction in this text is not presented as an add-on component to the curriculum. Instead, each chapter addresses the issue of teaching writing as an integral part of any content area.

220 TP
RD/El
R.H
1986

Duffy, Gerald G. and Roehler, Laura R.
Improving Classroom Reading Instruction.

Random House, NY: Random House, Inc., 1986.

This book is written to help you become a professional teacher of reading. Professional teachers are in control of classroom instruction. They make the decisions. Control comes from knowledge and form a willingness to use knowledge. This book provides the knowledge and sets the expectation that you should use the knowledge to make instructional decisions. This book will help you become a professional decision maker who reaps the reward of being a classroom teacher of reading and literacy.

220 TP
Gen.
L.G.
K.I.
1992

English/Language Art: Curriculum Resource Handbook Millwood, NY: Kraus International Publications, 1992
This handbook is one of a new series of practical references for curriculum developers, education faculty, veteran teachers, and student teachers. It is designed to provide basic information on the background of language arts curriculum, as well as current information on publications, standards, and special materials for K-12 English/Language arts.

220 TP
EL
RD
Mer.
1985

Edwall, Eldon E.
Locating and Correcting Reading Difficulties.
Columbus, OH: E. Merrill Publishing Col, 1985

The fourth edition of this book is designed to give busy teachers and students in reading education concrete methods of locating and correcting reading difficulties. It includes updated material, based on research, concerning students' oral reading errors and the meaning of new chapter on the language-experience approach, the neurological impress method, and techniques that have proven beneficial in counseling students with reading difficulties.

Reserves
Lyons/Cordeiro
Ed. 335
#2

Farris, Pamela J.
Language Arts: A Process Approach.
Dubuque, IA: WCB Brown and Benchmark, 1993

This book stresses teaching the integrated language arts via the learning process. As such, it presents both the product/content-oriented view of learning and the process approach so that readers may compare and contrast the two educational views. While many school districts have adopted the process approach (nontraditional Whole Language and literature-based instruction), a large number of school districts still maintain a product/content, traditional focus. Thus, readers of this book need a clear understanding of both the traditional and nontraditional approaches.

220 TP
LG.
O.U.P.
1986

Fried-Booth, Diana L.
Project Work.
Oxford University Press, 1986

Project work provides one solution to the problem of learner-autonomy, of making the learner responsible for his own learning. By its very nature, project work places the responsibility on the students, both as individuals and as members of a co-operative learning group. Autonomy becomes a fact of life.

220 GA
29-20-1
NEA
1990

Hobson, Eric and Shuman, R. Baird
Reading and Writing in High Schools: A Whole Language Approach.
Washington, D.C.: National Education Association

This book involves the skills of reading and writing in high schools in light of the whole-language movement and concentrates on the skills of decoding reading and listening-and the skills of encoding writing and speaking.

220 TP
Gen.
Rd.
P.H.
1991

Irwin, Judith Westphal
Teaching Reading Comprehension Processes. (2nd Ed.)
Englewood Cliffs, NJ: Prentice-Hall, Inc. 1991.

This book is intended for all teachers. Elementary school teachers who overtly teach reading can use the material in this book to teach reading better. Secondary school and content-area teachers can use the suggestions in this book to help their students better understand the reading materials used in their courses. It is also intended for use as a college text for reading methods courses at both the undergraduate and graduate levels.

The special feature of the pedagogy in this text is that it attempts to integrate discourse processing research with general principles of good teaching. Basic themes include the importance of using instruction and modeling, teaching in a variety of meaningful contexts, integrating holistic and subskill approaches, and encouraging students to take an active role in their own learning.

220 TP
Elem.
Rd.
R.H.
1988

Taylor, Barbara; Harris, Larry A. and Pearson, P. David
Reading Difficulties: Instruction and Assessment.
New York, NY: Random House, Inc. 1988

A contemporary view of the reading possess with an emphasis on metacognition and reader and text interaction is employed throughout the text. It is intended for classroom teachers who want to learn about providing sound instruction and assessment for their students who are low-achieving readers. The focus of the book is on instruction and assessment in the regular classroom. It is useful for elementary and secondary teachers who are participating in a course or series of in-service sessions on reading difficulties or for teachers who simply want to learn about this field of study on their own.

220 TP
Gen.
Mer.
1987

Hoskisson, Kenneth and Tompins, Gail E.
Language Arts: Content and Teaching Strategies.
Columbus, OH: Merrill Publishing Company, 1987.

Language Arts: Content and Teaching Strategies is a language arts methods text designed for preservice and inservice teachers who work (or will work) with students in kindergarten through eight grade. An integrated or "whole language" approach is taken in the book, based on cognitive, developmental, and psycholinguistic theories about how children learn, and how they learn language, in particular. An instructional strategy based on the theories is developed in the first chapter and then applied throughout the text.

220 TP
Rd/EL
NEA
1990

Manning, Gary; Manning, Maryann and Long, Roberta
Reading and Writing in the Middle Grades:
A Whole Language View.
Washington, D.C.; National Education Association, 1990

The ideas in this publication are based on (a) the Piagetian theory that knowledge, even social knowledge (including reading and writing), is constructed from within by each individual, and (b) the psycholinguistic view of literacy that learning takes place best when viewed as holistic and when instructional activities and materials for students are authentic and purposeful. This publication describes the ideas of teachers and researchers who focus on the constructive nature of students' thinking, reading, and writing, and the natural development of these processes.

220 TP
Elem.
Rd.
Mer.
1990

Manzo, Anthony V. and Manzo Ula Casale
Content Area Reading: A Heuristic Approach.
Columbus, OH: Merrill Publishing Company, 1990

This book has a strong emphasis on the professional development of teachers. The first chapter emphasizes the strong connections between the roles of teacher and learner. The next chapter provides you with a solid background in the historical roots of teaching reading. Subsequence chapters outline where the field of reading is today as well as where it seems to be headed in the future.

220 TP
Rd.
AB
1992

O'Donnell, Michael P. and Wood, Margo
Becoming a Reader: A Developmental Approach to Reading instruction.
Needham Heights, MA: Allyn and Bacon, 1992

This book is intended as a basic developmental reading text for preservice and in-service teachers. The authors use a stage model of reading development to describe how children become skilled readers. Specific topics are discussed within this broader framework, and literacy learning is viewed by the authors as a language-learning process that is best acquired through functional, purposeful use of print. The instructional methods that are advocated reflect this basic premise.

220 TP
RD/EL
H.R.
1987

Robinson, Richard and Good, Thomas L.
Becoming an Effective Reading Teacher.
New York, NY: Harper and Row, publishers, Inc.

This book describes what we consider to be our primary goal-to provide the information you need to become an effective reading teacher. Chapter 1 provides an overview of current reading instruction and a discussion of various viewpoints on reading, with an emphasis on the development of a personal definition of reading. The second chapter presents information related to reading readiness and what teachers can do to enhance a child's early reading experiences. Chapter 3 discusses current programs of reading instruction. Chapter 4 and 5 present material on word knowledge and comprehension. Chapter 6 covers assessment and the remediation of reading problems from the viewpoint of the classroom teacher.

220 TP
Gen
H.R.
1988

Stoodt, Barbara D.
Teaching Language Arts.
New York: Harper and Row, Publishers, Inc. 1988.

Teaching Language Arts emphasizes integrated language arts instruction while recognizing that separate subject instruction is necessary in some instances. More effective teaching is the primary goal of this book. It is designed to help teachers and prospective teachers create warm, literate environments that are both stimulating and disciplined, and that after students many varied opportunities for language use. This book integrates theory and practice to help teachers acquire the foundations of instructional excellence. Moreover, it reflects the belief that teachers need to know the why, what, how, and when of teaching language arts, so that they will know what to do when they get into classroom.

220 TP
Elem.
Rd.
A.B.
1989

Swaby, Barbara E.R.
Diagnosis and Correction of Reading Difficulties.
Needmah Heights, MA: Allyn and Bacon, 1989.

The text is written for prospective and practicing teachers. It is extremely readable, and gives preservice teachers an accurate and clear view of classroom reality. It describes practices that are research based and student focused. For inservice teachers, the text provides a vehicle for analyzing and monitoring current instructional practices. The text presents a wide range of instructional options and gives teachers permission to teach children rather than curricula.

220 TP
Rd/EL
Mer.
1989

Wilson, Robert M. and Cleland, Craig J.
Diagnostic and Remedial Reading for Classroom and Clinic. (6th ed.)
Columbus, OH: Merrill Publishing Company, 1989.

In this edition, some chapters have been thoroughly rewritten and expanded to reflect a different focus as well as recent developments in whole language and literacy development. Considerable attention is given to language underpinnings of reading abilities and the need for poor readers to be exposed to the power of children's literature. New insights into metalinguistic awareness and its relationship to reading acquisition are also examined.

220 TP
Elem.
Rd.
Bro
1990

Zintz, Miles V. and Margaret, Zelda R.
Corrective Reading. (5th ed.)
Dubuque, IA:Wm. C. Brown Publishers, 1990

The fifth edition of Corrective Reading has been prepared to address many of the problems teachers face in providing reading instruction for the poor readers in their classrooms. Teachers will find a general overview of reading as one of the communication skills necessary for all children. Discussion of the nature of the reading process, methods of teaching reading, the humanistic side of learning, and mainstreaming to accommodate exceptional children in the classroom are included in the book. Regular classroom teachers can provide learning environments to accommodate in constructive ways all of the individual differences in the class - intellectual, linguistic, social, emotional, physical, and pychological.

3. Student Texts

220 T
RD/EL
Mac.
1987

Arnold, Virginia A.; Smith, Carl B. and Others
The Macmillan Reading program: Connections.
New York: Macmillan Publishing Company, 1987

The Macmillan Reading Program is an integrated language arts program which reflects the theory and practice of whole language. It consistently offers students and teachers the opportunity to strengthen skills in all communication areas. This reading series for Grades 1-6 includes: students' books, skills practice books, workbooks, and teacher's editions.

220 T
RD/EL
Mac.
1986

Arnold, Virginia; Smith, Carl B. and Others
Macmillan Reading Express.
New York: Macmillan publishing company, 1986
Macmillan Reading Express is an integrated Language Arts program which capitalizes on the reading writing connection by providing composition lessons in the pupil's and teacher's editions. Careful attention is paid to developing oral language and listening skills to build on and enrich students' conceptual background. This reading series for grades 1-3 includes: textbooks, workbooks and teacher's editions.

220 T
RD/EL
Mac.
1989

Arnold, Virginia A.; Smith Carl B. and Others
The Macmillan Reading Program: Connections.
New York: Macmillan publishing company, 1989.

This is an integrated language arts program which reflects the theory and practice of whole language. It consistently offers students and teachers the opportunity to strengthen skills in all communication areas. This reading series includes:students' books, skills practice books, workbooks, and teacher's editions.

220 T
LG/EL
M.L.
1989

Bell, Kathleen L. and Others
McDougal, Littell English.
Evanston, IL: McDougal, Littell and Company, 1989.

McDougal, Littell English is a complete, developmental english program for grades K-12. it integrates the language arts to include more of what you buy an English book for: a balance of listening, speaking, thinking, literature, and writing lessons that help students express their ideas and become more powerful communicators. A multimodal instructional approach offers a range of strategies to engage all students in all aspects of language development.

220 T
Rd/EL
B.L.
1987

Boning, Richard A.; Boning Mary H. and Boning Charles R. Let's Think It Over.
Baldwin, NY: Barnell Loft, Ltd., 1987

Let's Think It Over is an interactive reading book which reflects three theories of the reading process: the bottom up theory, the topdown theory, and the interactive theory. It focuses on four kinds of interaction: (1) pupil-text; (2) pupil-teacher; (3) pupil-pupil; and (4) language. A teacher's book and a workbook are included.

200 T
RD/EL
HBJ
1989

Cullinan, Bernice E. and Others
HBJ Reading Program.
Orlando, FL:Harcourt Brace Jovanovich, Inc.

The HBJ Reading Program, Laureate Edition, presents reading as an interactive, integrated process, one in which students are taught to integrate their knowledge and experience with the text, think with the text as they are reading, work collaboratively to share their ideas about the text, and react and respond to the text through writing.

220 T
RD/EL
H.M.
1989

Durr, William K. and Others
Houghton Mifflin Reading.
Boston, MA: Houghton Mifflin Company, 1989

Houghton Mifflin Reading is an integrated language arts program. There are many provisions for integrating the language arts within the basic resources of the Student's Reader and the Teacher's Guide. The Reading and Writing Connection follows every selection in levels. The activities involve reading, writing, listening and speaking. The Teacher's guide contains suggestions for using the writing process with each reading and writing connection. The Student Handbook is a reference and found at the end of the Student's Reader in levels it includes the steps in the writing process.

220 T
Rd/EL
R.P.
1989

Fay, Leo and others
Star Show: The Riverside Reading Program.
(Teacher's Edition)
Chicago, IL: The Riverside Publishing Company, 1989

The Riverside Reading program is based on current research and these beliefs:

* Reading is an active process of making meaning.
* Fine literature is at the heart of reading enjoyment.
* Reading should be viewed as part of a whole - the Language Arts.
* What is important in reading is making connections. This program integrates the receptive (listening and reading) and the expressive (speaking and writing) language arts for a total approach to language. The program's literature is the springboard for its integrated language system. Through all stages of the reading process, students are provided opportunities to develop essential listening, speaking, and writing strategies.

220T
RD/EL
R.P.
1989

Fay, Leo and Others
The Riverside Reading Program.
Chicago, IL: The Riverside Publishing company, 1989

This is a series of reading program which reflects the whole language theory and practice. This program from grades 1-7 integrates the receptive and the expressive language arts for a total approach to language. The program's literature is the springboard for its integrated language system. Through all stages of the reading process, students are provided opportunities to develop essential listening, speaking, and writing strategies.

220 T
Elem.
Rd.
A.B.
1992

Gunning, Thomas G.
Creating Reading Instruction For All Children.
Needham Heights, MA: Allyn and Bacon, 1992.

The text presents fairly, completely, and clearly the major approaches and techniques for reading instruction. It also presents the theory behind the methods so students will be free to choose, adapt, and/or construct those approaches and techniques that best fit their styles and teaching situations. The book recognizes that reading is part of larger language process, so considerable attention is paid to writing and the other language arts, especially as they relate to reading instruction.

220 T
Sec.
Comp.
H.C.
1992

Lannon, John M.
The Writing Process. (4th ed.)
New York, NY: Harper Collins Publishers Inc. 1992

This text fosters rhetorical awareness by treating the writing process as a set of deliberate and recursive decisions. It promotes rhetorical effectiveness by offering practice in the problem-solving skills essential to reader-centered discourse. Beginning with personal topics and a basic essay structure, the focus shifts to increasingly complex rhetorical tasks, culminating in argument. Within this cumulative structure, however, each chapter is self-contained for flexible course planning. Exercises (or applications) in each chapter offer various levels of challenge. All material has been class tested.

220 T
Rd/EL
T.I.P.
1988

Mohy, Carolyn; Nixon, Dorothy and Vickers, Shirley
Thinking Activities for Books Children Love: A Whole Language Approach.
Englewood, CO: Teacher Ideas Press, 1988

Books that children love can be the basis for a whole language curriculum. Children's natural language is a motivational vehicle for learning. When given the opportunity to explore possibilities of answering questions and participating in activities using higher level thinking skills, students move from the passive to the active role of learning. The most effective way to motivate children is to use the experiences, materials, and literature that they love. Consequently, the choice of books in this publication were selected by children. As compiled in Children's Books-Awards and Prizes, the choices are consistently read and loved by third to sixth graders.

220 T
RD/EL
SBET
1989

Pearson, P. David; Johnson, Dale D. and Others
World of Reading.
Needham, MA: Silver, Burdett and Ginn Inc. 1989

World of Reading is a series of an integrated language arts program. It introduces students to the classic stories and characters that generations of book lovers have been raided on. A wide assortment of award-winning stories are also introduced. It delivers an instructional model that combines definition, context, and concept associations in every lesson. This reading program from kindergarten to grade 7 includes teacher editions, students texts, workbooks, skills practice, and unit skill tests.

220 T
RD/EL
O.C.
1989

Suther, Zena; Cunningham, Marilyn F. and Others
Open Court Reading and Writing.
LaSalle, IL: Open Court Publishing Company, 1989

Open court reading and writing is the complete program with the full spectrum of the language arts for kindergarten to 6. Reading, writing and language skills are integrated in a sing program. They reinforce each other; they provide the motivation for each other. This reading and writing program includes: students' books, reading skills workbooks, teacher's resource books, and teacher's guides.

220 T
LG/EL
SBG
1990

Toth, Marian Davies; Ragno, Nancy Nickell; Gray, Betty G. and others
World of Language.
Morristown, NJ:Silver, Burdett and Ginn Inc., 1990

World of language is a series of an integrated language arts program. A thinking skill lesson gives a strategy to use in reading and writing. A literature lesson gives you a writing model. A speaking and listening lesson helps you develop skills for using language orally. The writing lessons explain the kinds of writing you will do as you use the writing process. Two connection lessons help you apply the grammar and literature to writing.

4. Curriculum Guides

FCH
ELAK-232
KRAUS
1987

A Guide to Curriculum Planning in English/Language Arts. Madison, WI: Wisconsin Department of public instruction, GR. K-12, 1986

The guide presents a conceptual framework for a K-12 language arts program, including the major components of language, literature, and communication skills. The emphasis throughout the guide is on language as a means of communication and as a learning tool. Its content is derived from effective classroom practice and from research on language learning.

FCH
ELAK-231
KRAS
1987

Composition in the English Language Arts Curriculum K-12. Albany, NY: New York State Department of Education, 1986.

This publication includes a chart of characteristics commonly associated with effective writing programs, a detailed description of the composing process, an overview of expectations for students writers K-12, suggestions for organizing the classroom for writing instruction, ideas for grouping, suggestions for incorporating instruction in the correct and effective use of written language in the composing process, and a summary of commonly used evaluation techniques. A bibliography of selected references has been provided for those who wish to explore the composing process in greater detail. A variety of support material is included in the appendices.

FCH
ELAK-189
KRAUS
1985

Core Curriculum Guide for Communication Arts K-3. Yonkers, NY: Yonkers Board of Education, 1980

This guide focused not only on communication skills but on the process of writing as well. It provides for the developmental, sequential building of writing skills and the writing process itself. The approach was holistic. Listening-speaking and reading-writing activities were integrated for every objective in the guide.

FCH
ELAK-265
KRAUS
1991

Core Curriculum: Language Arts/English K-12.
Tucson, AZ : Tucson Unified School District, 1990

This Language Arts CORE Curriculum addresses the needs of all students regardless of their levels of ability, socioeconomic status, or their familiarity, experience and skills with the English Language.
Goals: (1) to insure that every student learns to read and write (2) to provide integrated instruction, teaching language skills through content subjects, (3) to include classroom instruction based on students' strengths and experiences (4) to emphasize the reading and study of literary works, (5) to provide instruction in writing (6) to infuse on thinking skills throughout language arts instruction, (7) to include a broad range of assessment methods in evaluating students

FCH
ELA 4-034
KRAUS
1989

Critical Thinking Activities to Improve Writing Skills: Arguments UB. Gr.(4-7)
Pacific Grove, CA: Midwest Publications, 1989.

This book provides entertaining, easy-to-use critical thinking activities to supplement your existing writing program. The prewriting and/or writing activities emphasize real-life communication skills. The material is applicable for students in grades 4-8 and works well as a remediation tool with older students.

FCH
ELAK-208
KRAUS
1986

Curriculum Guide: Language Arts, K-8.
San Jose, CA: Alum Rock Union Elementary School District, 1981

This scope and sequence was designed to be independent of any textbook series or set of materials and to address three major areas of the language arts: listening, speaking, and writing. It is important to follow the sequence within each area of the scope and sequence since the successful development of most skills depends upon mastery of preceding skills.

Reading skills are not addressed in this guide, but are considered at length in it for reading.

FCH
ELAK-239
KRAUS
1988

Elementary Reading Instruction Guide.
Florence, KY: Boone County Schools,(Gr. K-6),

The skills of this reading curriculum lists the comprehensive program of skills that should be taught at each specific grade level addressed. the skills are organized into six major strands which are coded using a number.

The second section of the guide lists suggested activities, resources and evaluation strategies.

FCH
ELAK-238
KRAUS
1988

Elementary Language Arts Instruction Guide.
Florence, KY: Boone County Schools,(Gr. K-6,) 1985.

It is divided into three main sections: (1) a skills continuum, (2) a core skills list and (3) a collection of activities, resources and evaluation strategies.

The skills continuum lists the comprehensive program of skills tat should be taught at each specific grade level addressed. The skills are organized into five major strands. These strands, grade levels and skills are coded using a number. The first two digits represent the grade level; the second two represent the strand; and the last two represent the skill relating to that particular strand.

To insure that basic skills are learned, a core skills list was developed. All students will be expected to learn the skills comprising the core. Those who do not will be remediated.

The final section of the guide lists suggested activities, resources and evaluation strategies.

FCH
ELAK-260
KRAUS
1990

Elementary Language Arts: Curriculum. Guide. Stoughton, MA: Stoughton Public Schools, (Gr. K-6) (no date)

The goals and objectives involved the integration of the skills of listening, speaking, reading, and writing. It is based on a knowledge of the needs, abilities, and interests of the individual child, and related to his or her potential and growth.

At the end of this guide is a list of available Language Arts Resources which will provide the teacher with numerous activities for each objective in all areas of Language Arts.

FCH
ELAK-243
KRAUS
1988

English Language Arts Curriculum : Minimum Standards Leadership Series. Columbus, OH: Ohio Department of Education, Gr. K-12, 1985.

This document is the second in the leadership series addressing concerns in the english language arts. The major purpose of the document is to assist committee members as they develop or revise their school (district's english language arts course of study.

Chapter I provides background information for committee members and presents a brief historical description of the growth of the english language arts as a curricular area.

Some major issues relative to the english language arts are presented in Chapter II.

The third chapter applies the components of the process model for developing a course of study to the english language arts.

FHC
ELAK-267
KRAUS
1991

English Language Arts: K-12 Curriculum Guidelines. Olympia, WA: Office of the Superintendent of Public Instruction, 1985.

The ultimate goal of this document is to generate guidelines to be used in curriculum development by districts, schools, and teachers throughout the State. It should be seen as "work in progress" wherein improvements gained can be incorporate.

The document includes modes in language arts (how), content in the language arts (what), and functions in language arts (why).

FCH
ELAK - 266
KRAUS
1991

English Language Arts: K-12 Course of Study. Alameda, CA: Alameda unified school district(Gr. K-12), 1990

This manual defines the major goals of the district and details the students objectives for each grade level. It is the basis of the language arts program.

FCH
ELAK-261
KRAUS
1990

English Language Arts Syllabus K-12: A Publication for Curriculum Developers. Albany, NY: New York State Education Department, 1988.

The syllabus has been prepared to assist administrators and other developers of curriculum at district and building levels, it outlines general criteria for an effective integrated curriculum in English language arts, suggests the instructional objectives that need to be addressed, and provides direction for the evaluation of student progress and program effectiveness. Each section examines different aspects of communication each directs attention tot he purposes, objectives, and focus skills of that particular aspect of communication, all of which support the development of interactive, interdependent, and mutually reinforcing processes that are necessary to understand and express meaning.

FCH
ELAK-257
KRAUS
1990

Getting Ready to Read Teacher's Manual. Chicago, IL: Society for Visual Education, (Gr. K-2), Remedial, 1987

It consists of developmental activities in many areas: language, coordination, motor skills, and sensory perception. It focuses on activities to develop skills in two main areas= visual and auditory attention (looking and listening).

FCH
ELAK-203
KRAUS
1986

Guide to Curriculum Planning: Language Arts K-5. Daytona Beach, FL: Volusia County Schools, 1985

The language arts unit guide is included and divided into units with a column for the teacher to make his/her comments during the course of the year.

FCH
ELEK-122
KRAUS
1991

Kindergarten Curriculum. Bakersfield, CA:Bakersfield City School District, 1990

In this curriculum, experiences are provided that meet children's needs and stimulate learning in all developmental areas - physical, social, emotional, and intellectual.

FCH
ELAK-270
KRAUS
1991

Listening and Speaking in the English Language Arts Curriculum K-12: Field Test Edition. Albany, NY: New York State Department of Education, 1989

The publication provides information on the components of an integrated English language arts curriculum, suggests general criteria for an effective curriculum, outlines the communication process and the roles of letterers and speakers in the process, explores the classroom as a communication environment., discusses the integration of listening and speaking instruction with instruction in the other language arts and in the content areas, provides a chart of expectations for student listeners and speakers K-12, suggests methods of evaluating listening and speaking skills, and provides sample activities that show how identified listening and speaking objectives and focus skills can be integrated into the students' total learning program.

FCH
ELA7-105
KRAUS
1991

Middle School English Language Arts Curriculum Guide Gr. 7-8 Horseheads, NY: Horseheads. Central School District, 1991

Integration of meaningful reading, writing, speaking, and listening experiences is stressed in the guide with less emphasis on isolated skill instruction.

FCH
ELAK-272
KRAUS
1991

Reading and Literature in the English Language Arts Curriculum K-12: Field Test Edition. Albany, NY: New York State Department of Education, 1989

This curriculum provides educators with important information concerning effective reading instruction as a supplement to the english language arts syllabus K-12, it is intended to assist classroom teachers in planning instruction that reflects reading as an active meaning-centered process. It includes a description of an integrated program in the english language arts, the characteristics and quality indicators of an effective english language arts program, a description of the reading process, recommendations for nurturing the reading process in the classroom, an overview of essential reading readiness experiences, and expected instructional outcomes K-12. Also includes is a discussion of the role of literature in a comprehensive reading program and a chart describing the content of a balanced literature program. The role of work identification in the reading process is also addressed. Finally, an evaluation section presents several informal approaches to assessment and monitoring of student achievement in reading.

FCH
ELAK-273
KRAUS
1991

Reading Curriculum Guidelines for Washington Schools. K-12 Olympia, WA: Office of the Superintendent of public Instruction, 1988

Reading is an interactive process that, when combined with writing, speaking, listening, drams, and the visual arts, expands the student's knowledge and experience.

Goals: 1. The student constructs meaning from text. 2. The student expands and refines understanding by integrating reading with writing, speaking, and listening. 3. The student reads for a variety of purposes. 4. The student reads to understand the diverse perspectives in a multicultural society. 5. The student possesses a lifelong desire to read.

FCH
ELA 6- 042
KRAUS
1990

Sound Out: Listening Skills Program.(Gr. 6-12), Novato, CA: Academic Therapy Publications/High Noon Division, 1989

This program is presented in successive checklists, emphasizing vowel power and initial and terminal sounds in words. Although the vowel sounds checklists are introduced first, as this area is often most difficult for students, it is suggested that you use any checklist or section of checklist as the need of your students develops.

FCH
ELAK-275

KRAUS
1991

Standards of Achievement for English/Language Arts.(Gr. K-8) Sunnyvale, CA: Sunnyvale Elementary
School District, 1989

This document is the beginning of the sunnyvale school district's efforts to make a transition to the integrated, literature-based English/Language Arts Framework managed by the State. The instruction is based on an integrated program in which listening, speaking, reading, writing and the study of literature are taught in concert and are mutually reinforced. The framework is implemented by stages: transitional, integrated, and cross curricular.

FCH
ELAK-276
KRAUS
1991

Standards of Learning Objectives for Virginia Public School: Language Arts, K-12, Richmond, VA: Virginia Department of Education, 1988.

The standards of learning objective for English Language Arts/Reading emerge from ten program goals designed to ensure the development of concepts, skills, and positive attitudes in each of the following areas:

* Oral Language (listening, speaking)
* Reading Comprehension
* Literature
* Writing (Composition, handwriting, spelling)
* Language process (thinking and study skills, media, research)

FCH
ELAK-271
KRAUS
1991

The Pennsylvania Framework: Reading, Writing and Talking across the Curriculum, K-12, Harrisburg, PA: Pennsylvania Department of Education, 1990.

PCRP II is a framework for language, literacy and learning across the curriculum. It addresses the critical importance to learning of reading, writing and talking at every grade level, in every subject, as well as in programs designed for special and remedial education. The PCRC II offers a new vision for enhancing academic achievement and communication skills in the content areas while supporting three other quality goals of the Commonwealth of Pennsylvania: analytic thinking, self esteem, and understanding others.

ADDENDA: CURRICULUM GUIDES

FCH ELA6-045 1992 — Middle School Language Arts Curriculum Resource Guide. (Gr. 6-8 level) Pasco County School Board, Land O'Lakes, FL (1990; 129pp.)

FCH ELA6-048 1992 — Teaching Reading Incentive Program (TRIP) (Gr. 6-8). Teaneck Public Schools, Teaneck, NJ (no date; 209 pp.) on level.

FCH ELA7-107 1992 — Multicultural Communication Arts. (Gr. 7-8 on level). Instructional Publications Department, New York City Public Schools, Brooklyn, NY (1991; 84 pp.)

FCH ELA7-108 1992 — Secondary Language Arts Course Guide (Gr. 7-12 on Level/Advanced). Kelso School District, Kelso, WA (1990; 117 pp.)

FCH ELA-109 1992 — Secondary Language Arts/Other: Course Guides (Gr. 7-12 on level). Kelso School Districts, Kelso, WA (1991; 69 pp.)

FCH ELA9-104 1992 — Communication for the Future: Missoula County High Schools Language Arts Curriculum, 1992-1997. (gr. 9-12 on level.) Montana: Missould County

FCH ELAK-277 — Folktales: Teaching Reading through Visualization and Drawing. Gr. K-5 on level. Zephyr Press, Tucson, AZ (1992; 127 pp.)

FCH ELAK-279 1992 — Language Arts Curriculum Guide. (Gr. K-12 on level). Kelso School District, Kelso, WA (1990; 81 pp.)

FCH ELAK-280 1992 — Language Arts Curriculum: Literature-Based Approach Gr. K-6 on level). Victor Elementary School District, Victorville, CA (1992; 93 pp.)

FCH ELAK-281 1992 — Language Arts: 6 (Gr. K-6 on level). Lamoille North Supervisory Union, Hyde Park, VT (1992; 53 pp.)

FCH ELA9-105 1992 — The Literature Journal Pre-College Programs, Gallaudet University, Washington, DC (Gr. 9-12 on level.) (1991; 55 pp.)

FCH ELA 9-106 1992 — Pre-Reading Strategies Pre College Programs, Gallaudet University, Washington, DC (Gr. 9-12 Remedial/on level). (1992; 78 pp.)